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# THE INFORMANT

An interdisciplinary newsletter distributed by the Department of Linguistics at Western Michigan University to provide information about developments in linguistics to students, staff, and friends in the field.

THE GERMANIC COGNATES OF MODERN ENGLISH AND MODERN GERMAN  
An Overview of the Principles of Semantic Retention and Divergence

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If one were to ask a person knowledgeable in both English and German to "prove" that English and German are related languages, this person would probably point out the fact that these two languages share a number of words that are almost identical in meaning and form. Words of all classes would come to mind: e.g. hand(Hand), warm(warm), (to) sing(singen), here(hier), for(für), when(wenn/wann), we(wir).<sup>1</sup>

If this hypothetical informant had added the words revolution(Revolution), elegant(elegant), and (to) import(importieren), or perhaps named them in the first place, then we would be at the heart of the cognate problem for the historical and comparative linguist. It is the problem of knowing or establishing which words are native or have been borrowed. The fact that a small or even large number of words in two (or more) languages are alike or similar in meaning and form is no "proof" that the two languages are related.<sup>2</sup>

Of the three possibilities of how "likeness" can be viewed--accidental similarity, borrowing at various times, direct inheritance from a common source--it is the third one that will be discussed here.

If we look at the German cognates of modern English warm/make/tooth, we find warm/machen/Zahn, which show identity of "primary" meaning but degrees of formal divergence. The difference in form (spelling, pronunciation) between tooth and Zahn will easily qualify as the "ultimate" in formal divergence and can, if more than sporadic, distort the actual relationship between the two languages. Fortunately, only a few words of the English-German cognate complex are distinguished formally to such an extreme degree.

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<sup>1</sup>A more insisting questioner would probably elicit the fact that a number of grammatical or syntactic properties or functions are identical or similar: e.g. weak and strong verb formation, the comparative and superlative forms of adjectives, etc.

<sup>2</sup>Although it is possible to label revolution and Revolution "cognates," i.e. etymologically related forms, we will not treat the cognates that come from a known donor language. In the context of this overview, only those cognates will be dealt with that go back to the common ancestral form for English and German, i.e. Germanic.

If one were to look at another group of three words, e.g. sad/(to) read/knight and their cognates in German, one would find other formal divergences, but more importantly divergence of meaning, as their equivalent "primary" meanings in German are "satiated"/"to guess" (i.e. a riddle), and "farmhand" or "servant."

Although these examples may not be new to a person familiar with the history of either German or English, it is the intent of this overview to present the broader picture of semantic retention and divergence on the modern synchronic level. This approach should make general statements about the historico-synchronic relationship between German and English--here with special reference to the cognate picture--easier, and make more material accessible to both the specialist and the "just curious."<sup>3</sup>

### Extent and Type of Cognate Relationship

It can be stated that there are approximately 1100 basic words that are "true form" cognates for English and German. Of these 1100, the vast majority still share a basic primary meaning (c. 85%). Only "true form" cognates have been included here. This term is more restrictive, excluding words like always that are sometimes classified as cognates--because they contain two roots that are present in both languages--but are not cognates in the compound form. The Modern German equivalent of English always is usually immer (more literary: stets).<sup>4</sup>

It will be noticed in the examples in Table I, below, that in both English and German we find a number of words which belong to a restricted level of speech or register (e.g. poetic, archaic). This means that there are "form" cognates that usually do not show up as "usage" cognates. An example is the English word tear (in the eye). The usage and dictionary form in German is Träne, which is not a formal cognate. The formal cognate in German, Zähre, occurs only on a restricted poetic level.

While compounds are generally excluded from this study, the affixing process as it has operated in both languages--with respective gains or losses or even non-marking (mostly prefixes)--is recognized here as a criterion for judging two words as cognates. The English word birth and its German cognate Geburt serve as an example. We are dealing here mainly with what are known in historical and present day German as unstressed (=inseparable) prefixes. Whether German has gained an affix or English has lost one will not be dealt with in this overview. But it certainly adds another formal dimension to the cognate relationship, beyond the systematic correspondences on the phonological level.<sup>5</sup>

### Shared Primary Meaning (Retention)

The following lists (Table I) give an overview of a representative number of English-German cognates in which the primary meaning is still shared. The lists

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<sup>3</sup>What conclusions--if any--can be drawn from this information for the learning and teaching of these two languages as each other's target language will be discussed briefly at the end of this overview.

<sup>4</sup>This does not exclude the possible existence of an \*allwegs at some time or other in the German language or even in a present-day dialect.

<sup>5</sup>In a more extensive study one could, and probably should, include other aspects of affixes as they show cognate relationship below the full-word level. Examples like English -ship and German -schaft would have to be treated as affix-cognates.

are full but not necessarily exhaustive. The semantic areas of concentration are established to some extent, especially for the nouns. The other classes of words are simply arranged alphabetically.

TABLE I<sup>6</sup>

English-German Cognates  
with  
Shared Primary Meaning

NOUNS

## PARTS OF THE BODY

arm-Arm  
blood-Blut  
ear-Ohr  
eye-Auge  
foot-Fuss  
hand-Hand  
°head-Haupt(Kopf)  
heart-Herz  
mouth-Mund  
shoulder-Schulter  
toe-Zeh

## NATURE

earth-Erde  
hail-Hagel  
hill-Hügel  
moon-Mond  
rain-Regen  
sand-Sand  
sea-See(Meer)  
snow-Schnee  
star-Stern  
storm-Sturm  
sun-Sonne  
thunder-Donner  
°valley(dale)-Tal  
water-Wasser  
weather-Wetter  
wind-Wind  
world-Welt

## ANIMALS

bear-Bär  
bee-Biene  
cat-Katze  
dog(hound)-Hund  
flea-Flon  
fly-Fliege

fox-Fuchs  
°goat-Geiss(Ziege)  
goose-Gans  
hare-Hase  
°horse-Ross(Pferd)  
lamb-Lamm  
mouse-Maus  
rat-Ratte  
sheep-Shaf  
stork-Storch  
wolf-Wolf

## PLANTS/FRUITS

beech-Buche  
berry-Beere  
birch-Birke  
grass-Gras  
hay-Heu  
nut-Nuss  
oak-Eiche  
root-Wurzel  
twig-Zweig  
wheat-Weizen

## METALS/MATERIALS

coal-Kohle  
glass-Glas  
gold-Gold  
iron-Eisen  
leather-Leder  
silver-Silber  
steel-Stahl  
wool-Wolle

## TOOLS/WEAPONS

axe-Axt  
bow-Bogen  
file-Feile  
hammer-Hammer

needle-Nadel  
net-Netz  
plow-Pflug  
saw-Säge  
shovel-Schaufel  
spade-Spaten  
spear-Speer  
tongs-Zange  
weapon-Waffe

## HOME/FAMILY

bed-Bett  
bride-Braut  
bridegroom-Bräutigam  
brother-Bruder  
daughter-Tochter  
father-Vater  
fire-Feuer  
hearth-Herd  
home-Heim  
house-Haus  
mother-Mutter  
oven-Ofen  
sister-Schwester  
son-Sohn

## TIME REFERENCE

day-Tag  
even(ing)-Abend  
month-Monat  
°morning(morrow)-Morgen  
week-Woche  
year-Jahr

## COMPASS DIRECTIONS

east-Osten  
north-Norden  
south-Süden  
west-Westen

<sup>6</sup>The symbol "°" marks items that are of special interest.

CARDINAL NUMBERS

one-eins  
two-zwei  
three-drei  
four-vier  
five-fünf  
six-sechs  
seven-sieben  
eight-acht  
nine-neun  
ten-zehn

ADJECTIVES

bitter-bitter  
blind-blind  
blue-blau  
broad-breit  
brown-braun  
cold-kalt  
cool-kühl  
dead-tot  
deaf-taub  
dear-teuer  
deep-tief  
dry-trocken  
dumb-dumm  
°far-fern(weit)  
foul-faul  
free-frei  
full-voll  
good-gut  
great-gross  
hard-hart  
hot-heiss  
long-lang  
loose-lose  
loud-laut  
naked-nackt  
°near(nigh)-nah  
new-neu  
old-alt  
right-recht  
ripe-reif  
rough-rauh  
°sick-siech(krank)  
sound-gesund  
sour-sauer  
sweet-süss  
tame-zahm  
thick-dick  
thin-dünn  
tough-zäh  
warm-warm  
white-weiss  
wide-weit  
wild-wild

yellow-gelb

young-jung

VERBS

bake-backen  
bear-gebären  
begin-beginnen  
bid-bitten/bieten  
bind-binden  
bite-beissen  
°blow-blähen(blasen)  
break-brechen  
bring-bringen  
burn-brennen  
burst-bersten  
come-kommen  
cook-kochen  
do-tun  
drink-trinken  
drive-treiben  
eat-essen  
fall-fallen  
fare-fahren  
find-finden  
flee-fliegen  
forget-vergessen  
freeze-frieren  
give-geben  
glide-gleiten  
go-gehen  
hang-hängen  
hear-hören  
hold-halten  
laugh-lachen  
lay-legen  
let-lassen  
lie-liegen  
lie-lügen  
load-laden  
loan-leihen  
make-machen  
mean-meinen  
ride-reiten  
rip-rupfen  
run-rennen  
say-sagen  
see-sehen  
send-senden  
set-setzen  
shoot-schiessen  
shove-schieben  
sing-singen  
sit-sitzen  
slay-schlagen  
sleep-schlafen  
°smoke-schmauchen  
speak-sprechen

steal-stehlen  
stick-stecken  
stink-stinken  
°swear-schwören  
swell-schwellen  
swim-schwimmen  
thank-danken  
think-denken  
tread-treten  
wash-waschen  
weigh-wiegen  
wonder-wundern  
work-werken  
wring-wringen

PREPOSITIONS

before-bevor  
for-für  
in-in  
instead-anstatt  
out-aus  
over-über  
to-zu  
through-durch  
under-unter  
up-auf

CONJUNCTIONS

before-bevor  
if-ob(="whether")  
that-dass

ADVERBS

enough-genug  
here-hier  
now-nu(n)  
often-oft  
seldom-selten  
so-so  
there-da(dar-)  
too-zu

INTERROGATIVE PRONOUNS

how-wie  
what-was  
when-wann/wenn  
where-wo(war-)  
who-wer

PERSONAL PRONOUNS

I-ich      we-wir  
thou-du    it-es

As can be seen in the noun list, the core vocabulary in the areas that are used in the comparative method of establishing linguistic relationship (family, natural phenomena, basic tools, and time references, etc.) still show a large number of shared words. Some of the cognate forms and meanings will be examined more closely. For example, the cognate of English head is Haupt. The actual or normal dictionary equivalent, however, is Kopf. It is important to recognize this on the modern usage level, because it brings out the fact that the total extent of cognate relationship may be disguised or even distorted if a large number of words are involved. The normal English word in the valley(dale) set is valley. On the dictionary (or "usage") level this will normally show Tal as the German equivalent. As with the previous example, Haupt(Kopf), but on the other (English) side of the coin, the true cognate (dale) is confined to a register of speech that is poetic or otherwise restricted. The other marked forms in the retention list should be viewed on the same level. One more example should perhaps be cited to show the many facets of semantic cognate relationship as it exists on the modern synchronic level. The English verb (to) smoke has the German schmauchen as its cognate. The usage of this verb in the modern standard language is exclusively in the expression die Pfeife schmauchen "to smoke a pipe." The dictionary equivalent for (to) smoke is rauchen, which in turn is the cognate of English (to) reek (of),

### Divergence of Meaning

The following lists show the majority of the c. 150 English-German formal cognates whose meanings differ on the modern level. This does not necessarily imply that they ever had a common meaning in English and German at the time of their earliest occurrence in the documents, although it can probably be demonstrated for the majority of them that they did,

TABLE II<sup>7</sup>

#### English-German Cognates with Divergence of Meaning

##### NOUNS

beam-Baum("tree")	loft-Luft("air")
blade-Blatt("leaf")	mist-Mist("manure")
body-Bottich("tub/trough")	mood-Mut("courage")
*deer-Tier("animal")	ordeal-Urteil("judgment")
dog-Dogge("Great Dane")	pit-Pfütze("puddle")
dust-Dunst("haze")	rope-Reifen("hoop/tire")
edge-Ecke("corner")	sheet-Schoss("lap")
fear-Gefahr("danger")	shirt-Schürze("apron")
*fiend-Feind("enemy")	slough-Schlauch("hose")
*fowl-Vogel("bird")	stove-Stube("room"=restricted word)
gift-Gift("poison")	tale-Zahl("number")
harvest-Herbst("autumn")	team-Zaum("bridle")
knave-Knabe("boy")	tide-Zeit("time")
knight-Knecht("farmhand")	tiding-Zeitung("newspaper")
leaf-Laub(collective for "leaves")	timber-Zimmer("room")
life-Leib("body")	top-Zopf("braid, pigtail")

<sup>7</sup>The symbol "\*" marks items of special interest.



°town-Zaun("fence")  
 well-Welle("wave")  
 °wife-Weib("woman"=restricted term)  
 yard-Gerte("twig/switch")  
 yeast-Gischt("spray/spindrift")

#### VERBS

ask-heischen("to require/order")  
 become-bekommen("to get/receive")  
 build-bilden("to form/shape")  
 cough-keuchen("to pant")  
 °bury-bergen("to hide")  
 dip-taufen/taufen("to baptize")  
 draw-tragen("to carry")  
 groan-greinen("to whine")  
 leap-laufen("to run")  
 leave-bleiben("to stay/remain")  
 play-pflegen("to be in the habit of,...")  
 read-raten("to guess"=a riddle)  
 rid-retten("to save")  
 rise-reisen("to travel")  
 scuttle-schütteln("to shake")  
 show-schauen("to look")  
 °smite-schmeissen("to throw")  
 spare-sparen("to save"=money)  
 start-stürzen("to fall/rush")  
 starve-sterben("to die")  
 stir-stören("to disturb")  
 swallow-schwelgen("to revel in")  
 sweep-schweifen("to roam")  
 °teach-zeigen("to show")  
 °throw-drehen("to turn")  
 threaten-verdriessen("to vex/annoy")  
 trust-trösten("to console")  
 ward-warten("to wait")  
 warp-werfen("to throw")  
 °wed-wetten("to bet")  
 wield-walten("to hold sway over")

worry-würgen("to choke")  
 write-reissen/ritzen("to tear/scratch")

#### ADJECTIVES

bleak-bleich("pale")  
 bold-bald("soon")  
 buxom-biegsam("flexible")  
 clean-klein("small")  
 dapper-Tapfer("brave")  
 doughty-tüchtig("able/efficient")  
 dreary-traurig("sad")  
 dull-toll("mad/boisterous")  
 fast-fest("firm")  
 glad-glatt("smooth")  
 gruesome-grausam("cruel")  
 idle-eitel("vain/conceited")  
 keen-kühn("bold")  
 queer-quer("across")  
 quick-keck("pert")  
 sad-satt("satiated/full")  
 silly-selig("blessed/happy")  
 slight-schlecht("bad")  
 small-schmal("narrow")  
 sore-sehr("very")  
 strong-streng("strict/severe")  
 true-treu("faithful")  
 weak-weich("soft")

#### PREPOSITIONS

on-an("at")

#### CONJUNCTIONS

whether-weder(="neither", in;  
 weder noch "neither nor")  
 while-weil("because")

Of particular interest in such a general overview of retention and divergence of meaning between cognates are probably those examples that show a divergence. They are the ones that seem to throw an interesting sidelight on the development of words as they pass through the semantic matrix of a language.<sup>8</sup> We will use the above list of divergent meaning cognates for pointing out some of the interrelationships as well as some of the more striking meaning differences in a historical perspective.

In this group we come into contact with some familiar phenomena in the semantic development of languages, especially their expansion or restriction of meaning. In wife/Weib, deer/Tier we have two examples of restriction of meaning as it has

<sup>8</sup>The focus here is on two well-known languages with a fairly long written tradition, but some general comparisons between less well known languages of a group and some of their major dialects would be of value and interest,

developed in English, whereas German has retained the original meaning as we find it in the earliest documents. As far as the word Weib in German is concerned, one would have to point out that it now has a level of usage restriction that should be carefully noted, particularly by a foreign learner. The normal word for "wife" is Frau, which is also the generic word for "woman."

Of interest in the verb list are the different meanings for (to) smite-schmeissen (colloquial for "to throw"), (to) throw-drehen ("to turn/twist") and (to) warp-werfen ("to throw"). Another pair of interest, from the adjectival group, would be bold-bald ("soon") and keen-kühn ("bold"). In the first pair, the English word bold retains the original meaning, which up to the 13th/14th century was also present in German, before the secondary meaning, or extension of the primary meaning ("keenly"/"with resolution"="soon"), became the only one.

These few selected examples provide an insight into the many complex semantic developments that affect each individual language and show up in the cognate development of two or more languages.

### Some Conclusions and Implications

As was mentioned at the beginning, a departure from the self-imposed restriction of treating only "true form" cognates results in a better and fuller picture of the etymological relationship still extant between these two languages after approximately 1500 years of separate development.

No attempt has been made in this overview to draw any conclusions on the study of Glottochronology, or Lexicostatistics, which concerns itself mainly with the rate of vocabulary loss as it can be used to determine time depth in linguistic relationship. No attempt was made to show which language lost or gained words, although that may be of interest and value in a parallel historical view of these two languages. But it can be seen, generally speaking, that English and German still share a good number of words from the so-called "core" vocabulary,

Since this study was written by a historical linguist who is also a practicing language teacher (teaching German in an American setting), some possible implications or applications of the overall findings might be appropriate.

It can probably be stated that most textbooks of German use the cognate principle, either implicitly or explicitly--more implicitly on the first-year level by introducing the high-frequency cognates as their needs dictate.

But to make this use truly meaningful, the student would have to be told some of the phonological correspondences. That would work to some extent for the consonants (e.g. th=d, initial p=pf, etc.), but only marginally for the vowels. Even the correspondences for the consonants are only "predictable" if we assume all words to be Germanic. Due to the mixed nature of the vocabulary in both English and German, the predictability is greatly reduced unless one establishes beforehand the phonological principles that, for example, the vast majority of words with a th in English are Germanic (e.g. thick, thin, three, think) or that most words with initial w are Germanic. This would make some overall statements and a certain use of the above cognate information possible.

How much of this information can be and should be used at the time of the first encounter with German by an English-speaking student is, of course, debatable--particularly if the audio-lingual method is used. This author has used his general and specific knowledge of the facts to tell his students that English and German are related through their common origin. The implication is that at least a certain number of words from a core vocabulary in the two languages will be found that are still recognizable, both orthographically and (often) phonologically, as relatives (cognates).

If the textbook helps to make vocabulary learning easier by putting words in a semantic core area together (e.g. parts of body), then the cognate principle of learning--e.g. of German from a native English background--becomes more systematic and can show better results, as it has for the author.[]



# FACULTY NEWS

Dr. Robert A. Palmatier, Professor of Linguistics and Chairman of the Department of Linguistics, has been appointed, for an indefinite term, to the Committee on Bibliography of Language Recordings of the National Council of Teachers of English. This Committee will prepare for publication an annotated bibliography of commercially produced disc, tape, and cassette recordings illustrating stages in the history of the English language and national, regional, and social varieties of current English usage. Dr. Palmatier was re-elected Chairman of the Department for a three-year term, starting on July 1, 1975. He ended his one-year term as Past President of the Michigan Linguistic Society at the Annual Meeting of the Society in Ann Arbor on October 10. He chaired the Germanic Phonology Section of the Conference on Medieval Studies at Western on May 5 and ended a three-year term as Member of the Board of the Medieval Institute on September 1. He continues to serve as member of the Editorial Board of Studies in Medieval Culture, member of the Steering Committee of the CEP, member of the Advisory Committee of ILAM, and Editor of the Informant.

Dr. Daniel P. Hendriksen, Associate Professor of Linguistics and English as a Second Language Supervisor in the Department of Linguistics, assumed his additional new role as Director of the Career English Program (CEP) last spring and moved into his new quarters (2070 Friedmann) late in August. (See notice elsewhere in this issue.) Dr. Hendriksen gave a talk on "CEP at WMU: Beginning and Building" at a regional meeting of the National Association for Foreign Student Affairs at the University of Notre Dame on October 10. He also attended the meeting of the Michigan Association for Foreign Student Affairs in Glen Arbor on April 4-5, the charter meeting of the Michigan Teachers of English to Speakers of Other Languages (MITESOL) in Flint on May 3, the meeting of the National Association for Foreign Student Affairs in Washington, D.C. on May 7-10, and the fall meeting of MITESOL in East Lansing on October 18. He serves as a member of the Steering Committee for the CEP and the Steering Committee for the Integrated Language Arts Minor.

Dr. D.P.S. Dwarikesh, Associate Professor of Linguistics and Critical Languages Supervisor in the Department of Linguistics, has learned that his University of Chicago Dissertation (1971) will be published in India. The dissertation, "Historical Syntax of the Conjunctive Participial Phrase (CPP) in the New Indo-Aryan Dialects of the Madhyadesha ('Midland') of Northern India," will be published by Munshiram Manoharlal, New Delhi, India, in Summer 1976. The Abstract of Dr. Dwarikesh's dissertation draws the following conclusions: "The language of the Midland...is in the process of becoming more and more standardized and normalized.... In the future, the use of certain CPP constructions as non-finite verb phrases may be expected to diminish in favor of Vcomps of both the two-verb type and the three-verb type. This suggests the emergence of a larger number of finite verbs with a still greater elaboration of verbal categories." Dr. Dwarikesh lectured at Western last April 10 on "The Indus Valley Script: A Report on Various Readings." He attended the Annual Meeting of the Chicago Linguistic Circle on April 18-19 and continues as South Asian Chairman and Faculty Senator.

Mrs. Lalita R. Muiznieks, Part-Time Instructor of Linguistics, is teaching two-thirds time in the Department this fall and already helping make plans for the Latvian Studies Program next summer. The 1976 Program will be the most ambitious ever, with six Latvian language courses, one Latvian culture course, and a separate two-week workshop on teaching Latvian. Mrs. Muiznieks, who has taught in the Latvian Studies Program for the past six years, is a member of the Steering Committee for the Division of Continuing Education, and her husband, Dr. Valdis Muiznieks, is Coordinator of the Program. Mrs. Muiznieks attended the Annual

Meeting of the Latvian Foundation in Mansfield, Ohio on September 3-5 and gave a half-hour talk on "Bilingual Education at Home: Motivation, Methods, and Materials." On October 18, she read excerpts from her most recent manuscript, "Melita's Adventures in Riga," at a meeting of the Kalamazoo Latvian Literary Society. At that same meeting, Mrs. Muiznieks' latest book, Pēdas ("Footprints"), published by the Celinieks Publishing Company of Chicago, 1975, was reviewed and discussed.

Mrs. Ria Szmuszkovicz, Part-Time Instructor of Critical Languages (Hebrew) in the Department of Linguistics, was appointed Hillel Foundation Advisor to all Jewish students in Kalamazoo institutions of higher education, effective June 1, 1975. Besides teaching at Western, Mrs. Szmuszkovicz also teaches Adult Education and Hebrew for Children at the Congregation of Moses in Kalamazoo, serves as the Representative of the Israeli Government for Immigration and Study in the broader Kalamazoo area, is responsible for Public Relations and Information for the Jewish Community in Southwestern Michigan, and is a member of the Jewish Federation. Mrs. Ellen Chang, Part-Time Instructor of Linguistics, is teaching one-third time this fall and substituting occasionally in the Career English Program. She has replaced Dr. Hendriksen in Methods of Teaching English as a Second Language. Mrs. Chang is a member of the Korean Association of Southwest Michigan, the Kalamazoo Area Newcomers Club, and the Gourmet Club.

Mr. Robert J. Dlouhy, Part-Time Instructor of Linguistics and a member of the Career English Program faculty, attended the Annual Meeting of the Michigan Linguistic Society in Ann Arbor on October 10, met Dr. Kenneth Pike, Chairman of the Linguistics Department at the University of Michigan, and learned of the availability of a film (kinescope) of Dr. Pike's "monolingual demonstration." That film, entitled Language by Gesture, will be shown here at Western next semester. Mr. Dlouhy also attended the Meeting of the Michigan Teachers of English to Speakers of Other Languages at Michigan State University on October 18. Mr. Samir F. Homsí, Part-Time Instructor of Critical Languages (Arabic) in the Department of Linguistics, has become Manager of the McDonald's Restaurant at Maple Hill Mall after having served in the same capacity at the Riverview Drive branch. Mr. Homsí is a member of the Kalamazoo Chamber of Commerce and a supporter of the Kalamazoo Wings Hockey Team. Mrs. Sachiko Kido, Part-Time Instructor of Critical Languages (Japanese) in the Department of Linguistics, is putting bilingual education to work at home. Her young son, Ryotaro, is learning to speak Japanese and understand English (e.g. "No No!").

### Notices

The Informant has been recognized recently by two other newsletters in linguistics. Interfaces: Linguistics and Psychoanalysis notes in its April 1975 issue that at the Second Meeting of the Georgetown Interest Group on Linguistics and Psychoanalysis, March 14, 1975 in Washington, D.C., it was announced by Robert Di Pietro that "The Department of Linguistics at Western Michigan University, Kalamazoo, has sent a copy of their newsletter in exchange for Interfaces. I have a copy of it (title: The Informant) in my office and those of you who are in the Washington area are welcome to come in to look at it." And in the April 1975 issue of the Linguistic Reporter, the newsletter of the Center for Applied Linguistics in Washington, D.C., Tim Shopen includes a paragraph on the Informant in his Bibliography of Working Papers in Linguistics: "The Informant, Robert A. Palmatier (ed.). Contains monographs on special issues in linguistics, e.g. language variation, philosophy of language, semantics, sociolinguistics, Swahili. Audience: linguists. Freq. of issue: 2 per year (Nov. and March). First issue: Nov. 1968. Sub.: free upon request. Back issues available (Nov. 1971-

present)." The recognition of the Informant by these two important organizations in our Nation's Capital is much appreciated.[]

CEP Aids Foreign Students  
(Western Herald, October 15, 1975)

Being a foreign student on an American college campus, unacquainted with customs and unable to communicate effectively because of distinct language barriers, can often be a frustrating and discouraging situation, as well as depre-  
ciative to the student's education.

WMU's non-credit Career English Program (CEP) was created in an attempt to help foreign students circumvent such problems.

There are presently 77 foreign students enrolled in CEP, directed by Dr. Daniel Hendriksen, associate professor of linguistics. "It is only the third program of its kind in Michigan, with students from Iran, Saudi Arabia, Ecuador, Japan, Korea, Thailand, and various other countries," said Hendriksen.

Directed toward developing conversational and pre-vocational English skills, the program is especially valuable to the student who has never traveled before from his or her home country. It offers an opportunity to learn English and at the same time associate with other students of foreign nationality.

Although CEP is housed in 2070 Friedmann Hall, a typical CEP student this semester spends 25 hours weekly in campus classrooms and language labs. Both approaches serve to increase the student's fluency in English.

According to Hendriksen, 30 of the students have acquired only minimal knowl-  
edge of the English language, while the remaining 47 need emphasis on practical application of their skills.

The students have been divided into five different proficiency groups, so dif-  
ficiencies can be more easily recognized and remedied.

In addition to teaching English, CEP also tries to give the foreign students some insights into American customs, with a portion of the training devoted to movies about potential careers and visits to local businesses and vocational classes. Also, specially prepared audio tapes and English textbooks are employed to prepare the CEP enrollees for easier adaptation to regular academic classes at Western.

To discourage CEP students from reverting back to their native language out of the classroom, students of varying nationalities are joined at lunch by a CEP instructor, who encourages the practice of conversational English among the students,[]

Miss America Majors in Linguistics

Miss Tawny Elaine Godin, a sophomore linguistics major at Skidmore College (Saratoga Springs, N.Y.), won the 1976 Miss America crown and a \$15,000 scholar-  
ship at Atlantic City, N.J. on Saturday, September 6.

The new Miss America, a straight A student at Skidmore, speaks French and Spanish fluently and is knowledgeable in German, Latin, Greek, and Russian. She lived in Canada for 7½ years and has travelled to Mexico, seven European coun-  
tries, and most of the States in the Union. She completed a 12-year course at the University of Toronto's Royal Conservatory of Music in six years. For the talent part of the Pageant, she played an original creation, "Images in Pastel," on the piano.

Besides being the first linguistics major ever to win the Miss America title, Miss Godin set a number of other "firsts". She won the first beauty pageant she ever entered--this one. At 5 feet 10½ inches, she is the tallest Miss America ever. At the age of 18, she is one of the youngest girls to wear the crown. And she is the first Miss America from New York State since Bess Myerson won in 1945. There she goes, Miss America, a linguistics major who passed "Go" in Atlantic City,[]

New Students in Linguistics Programs (29)

New Majors (10) (\*=not counseled)

Terry Blakely (minor in Chinese)  
 Beverley Grimm (second major in Biology)  
 Meena Gupta (minor in Asian Studies)  
 \*Donna Heddle  
 \*Deborah Jevons  
 \*Alfredo Martinez  
 Diane Ortisi (Arts & Sciences Curriculum)  
 \*Lynn Robarge  
 Laurie Ross (second major in Spanish)  
 John Smolinski (minor in Art)

New Minors (8)

Carolyn Sue Boettger (major in Psychology)  
 Janet Ernst (major in Psychology)  
 Mary Hornak (Elementary Librarianship Curric.)  
 Howard Jackson (major in English)  
 Mary Ann Lord (major in Spanish)  
 Joseph Lothamer (major in Spanish)  
 Carol Mundt (major in English)  
 Carolyn Sue O'Brien (Elementary Education Curric.)

New Critical Language Minors (5)

Anne Albright (Brazilian Portuguese)  
 Terry Blakely (Mandarin Chinese)  
 John Boshart (Mandarin Chinese)  
 Deborah Eoll (Brazilian Portuguese)  
 Barbara Gregg (Arabic)

New Graduate Majors (6) (\*=pending)

Ruth Doezema (B.A. Kalamazoo College)  
 Jean Florian (B.A. Western Mich. U.)  
 Judith Ivanson (B.A. Albion College)  
 \*Okhee Kim (B.A. Univ. of Sacred Heart)  
 Jerry Lee Morton (B.A. Michigan State Univ.)  
 \*Darryl Salisbury (M.A. Western Mich. U.)

New Graduates of the Linguistics Programs (9)

Master's Degree (April 1975) (1)

Frankie Nan Fan Wang (MA-TLCC)

Bachelor's Degree (April 1975) (4)

Toni Garvey (Minor, Summa Cum Laude, Honors College)  
 Cecile LaCombe Robinson (Major, Magna Cum Laude)  
 Robert Sterken (Minor)  
 Ria Szmuszkovicz (Major, Honors College)

### Bachelor's Degree (August 1975) (4)

Pam Johnson (Minor, Cum Laude)  
 Maria Elisabeth Malamam (Major, Critical Language Minor)  
 Masaaki (Peter) Okuno (Major)  
 John Scott Porterfield (Critical Language Minor)

### Modern and Classical Languages

The Linguistics Department is proud of its close association with the Department of Modern and Classical Languages at Western, and it is especially proud of the accomplishments of three of the members of that Department this fall. Dr. Johannes Kissel, Assistant Professor of German, furnished the lead article for this issue of the Informant (which see); Dr. William McGranahan, Assistant Professor of Russian, is teaching a section of Linguistics 110, Introduction to American English; and Dr. Roger L. Cole, Professor of German and Chairman of the Department, published an article in the September 1975 issue of Anthropological Linguistics. Dr. Cole's article, entitled "Divergent and Convergent Attitudes Towards the Alsatian Dialect," is a report of a sociolinguistic study of the attitudes of Alsatian (French) students toward the Alsatian (French) dialects. His purpose is to examine "what shifts of perception among school-age speakers have taken place as students become progressively older, more educated, and more proficient in the French language." He concludes, in part: "A convergence of opinion is maintained by younger and older Lycée students on the matter of supporting and encouraging usage of the Alsatian dialect, both young and older students being of the opinion that it is first of all the responsibility of the government and secondly of the parents. They do not consider it the responsibility of the school."[]

### The Spear-Wart Hypothesis

Mr. Robert Dlouhy, Part-Time Instructor of Linguistics and Instructor in the Career English Program, believes that he has discovered the origin of the controversial "Spear-Wart" Hypothesis. It was not, as is commonly believed, a product of Yale and M.I.T. but was proposed by a young Kenyan girl whose boyfriend kept getting warts on his right hand. The girl insightfully observed that the warts were caused by the repeated throwing of spears. The Hypothesis caught the imagination of neighboring tribes and was about to gain universal acceptance when a missionary announced that warts are caused by toads. The controversy began to rage and has not subsided to this day. (If you don't believe this story, then you won't believe the one about Dlouhy trying to teach his hound to blow up inner tubes. When the project failed repeatedly, Dlouhy remarked: "You can't teach an old dog pneumatics!").[]

### Critical Language Vacancies

The Annual Report of the Career Planning and Placement Office at Western Michigan University for 1973-74 listed four vacancies for Hebrew teachers (three of them for Hebrew combined with some other language) and one vacancy for a Navajo teacher at the secondary school level. The Department of Linguistics was unable to supply teachers for these languages at that time, but the prospects for having competent persons in Hebrew within the next few years are quite bright. See the next issue of the Informant for information about new courses in this area.[]

LINGUISTICS DEPARTMENT  
WINTER 1976

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GENERAL LINGUISTICS CLASSES

100 GA Nature of Language	4 hrs.	2:00-2:50	MTThF	Dlouhy	4408 BH
201 FA Int to Study of Lang	4 hrs.	1:00-2:50	TTh	Muiznieks	1128 BH
321 CA Phonology & Morphology	4 hrs.	10:00-11:50	TTh	Dwarikesh	1129 BH
420 HA History of Language	4 hrs.	3:00-4:50	TTh	Dwarikesh	1129 BH
500 KA Intro to Linguistics (Grad. Stu. Only)	4 hrs.	6:30-8:20	MW	Palmatier	1128 BH
510 FA Meth Tch Eng/Sec Lang	3 hrs.	1:00-1:50	MWF	Chang	1129 BH
540 BA Generative Grammar	3 hrs.	9:00-9:50	MWF	Palmatier	1129 BH
551 KA Psycholinguistics	3 hrs.	6:00-7:15	TTh	Hendriksen	1128 BH
552 KA Sociolinguistics	3 hrs.	6:00-7:15	MW	Dwarikesh	1129 BH
571 FA Languages of Asia	3 hrs.	1:00-2:15	TTh	Dwarikesh	1129 BH
598 AR Readings in Ling	VAR	(Apprv Appl Req'd)		Staff	
598 AS Readings in Ling: Old Eng.	2 hrs.	(Apprv Appl Req'd)		Palmatier	409 SP

CRITICAL LANGUAGES CLASSES

301 AR Basic Critical Langs	4 hrs.	(C-Card)		Palmatier	410 SP
302 AA Basic Arabic (301)	4 hrs.	8:00-8:50	MTWF	Homs1	1128 BH
302 AR Basic Critical Langs	4 hrs.	(Ling 301 & C-Card)		Palmatier	410 SP
302 BA Basic Japanese (301)	4 hrs.	9:00-9:50	MTWF	Kido	1128 BH
302 KA Basic Modern Hebrew (301)	4 hrs.	6:30-8:20	TTh	Szmuszkowicz	1129 BH
501 AR Inter Critical Langs	4 hrs.	(Ling 302 & C-Card)		Palmatier	410 SP
502 AR Inter Critical Langs	4 hrs.	(Ling 501 & C-Card)		Palmatier	410 SP
509 AR Writing Crit Langs	4 hrs.	(Ling 502 & C-Card)		Palmatier	410 SP

ENGLISH AS A SECOND LANGUAGE CLASSES

110 CA Introd Amer English (Foreign Students)	4 hrs.	10:00-10:50	MTThF	Muiznieks	1128 BH
110 DA Introd Amer English (Foreign Students)	4 hrs.	11:00-11:50	MWThF	McGranahan	1128 BH
110 FA Introd Amer English (Chicano Students)	4 hrs.	1:00-1:50	MTWTh	Ivanson	2214 BH



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Call for Papers

Hey papers! The Editor invites students, faculty, and other readers to submit papers on language topics for inclusion in the Winter 1976 issue of THE INFORMANT. The call is directed not only to persons associated with the Linguistics Department at Western but to anyone working in a linguistically related area. These areas include Anthropology, Area Studies, Biology, Communication, English, History, Librarianship, Medieval Studies, Modern and Classical Languages, Philosophy, Psychology, Sociology, Social Work, Speech Pathology, and many others. Simply mail a typed (double-spaced) copy of your paper by February 1 to:

Editor, THE INFORMANT  
Department of Linguistics  
Western Michigan University  
Kalamazoo, Michigan 49008

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